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| **COLEGIO COLOMBO BRITÁNICO**  Maths K  **SCHOOL YEAR 2010-2011**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade:** Kinder | | **Unit:** 3 HANDLING DATA Classification/Class Inclusion | | | | | **Driving  Supporting Discipline-Specific** | | | | |
| **Modality**  **Visual**  Kinaesthetic  Auditive | **Style**  Prior Knowledge  Mastery  **Understanding**  Interpersonal  Self-expressive | | | **Intelligences** | | | | **ASSESSMENT**  Diagnostic **XFormative** Summative | | | |
| **Visual-Spatial**  Verbal-Linguistic  Kinaesthetic  **Logical-Mathematical** | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  **X** **Observation**  Performance Assessment  Process-focused  X **Selected response**  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  Checklist  **X Anecdotal Records**  Continuum  Other | |
| **Achievement Indicators:**  ☑ Groups a set of objects according to at least two different criteria and explains the concept of Class Inclusion. | | | | | | **Skills:** -Thinking Skills  -Spatial Awareness | | | | | |
| **Materials:**  Class Inclusion Scaffolding: toy animals, fruits and people, yarn. At least 10 items in each set of toys per child.  Classification Guided practice: Classification worksheet, Maths notebook, glue stick, coloured pencils or crayons. | | | | | | **Grouping**  **X Individual**  Pairs  Small group  Half group  Whole group | | | **Co-teaching** | | |
| **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  **Alternative**  Parallel  Stations |
| **Date:** Week 20-21 | | | **Time:** 45´for class inclusion (Alternative teaching/Transdisciplinary)  30´for classification (Guided practice/Independent Transdisciplinary) | | |
| **Description** | | | | | | | | | | | |
| **Opening:**  Take into account:   1. In advance, read the “Class Inclusion” chapter of DAP, attached in wiki. Pgs. 1 and 2 (Introduction and general procedures)   Pgs. 3 and 4 (Questioning).   1. Scaffolding lesson plan could take 2/ 45 min periods, because we need to question each child individually. One teacher can be in charge of Class inclusion and the other teacher can do guided practise (classification worksheet), we can interview half group this week and the rest of them next week. 2. Children can start classification worksheet during L2/Transdiciplinary and finish it during Independent Transdiciplinary) 3. It is suggested that each teacher goes PK and asks for the material, BK goes to BPK, GK to GPK, RK to RPK and YK to First. | | | | | | | | | | | |
| **Main Activity:**  Teacher 1- Class Inclusion: Download the questionnaire from the Class Inclusion file attached in wiki.  Teacher 2- Classification: Download the Classification sample file and have them reflect why you made those groups in the way they are. Give out two pieces of paper to each child and explain to them that they have same pictures in both papers.  Ask chn to follow the instructions:  Day 1 (With the teacher 2)   1. Take 1 piece of paper and cut out the pictures. 2. Put together the pictures that you think go together. 3. According to the groups that you made. Ask: what are the names of your groups? 4. Paste the pictures in the groups that you made in the notebook and circle each group as you see in the sample. 5. Write the name of each group.   Day 2 (Independent work, give the instructions in advance)   1. Take the other piece of paper and cut out the pictures. Notice that it has same pictures than the one before. 2. With these pictures, can you make groups another way? 3. Paste the new groups in the notebook and circle the groups. 4. Write the name of each group.   RUBRIC FOR CLASSIFICATION AND CLASS INCLUSION   |  |  |  |  | | --- | --- | --- | --- | | A | B | C | D | | 1. Describes all the groups, easily changes criteria and reclassifies according to more than two consistent criteria. 2. Explains that the part is contained within the whole (Correct part/whole response, question 15). 3. Additionally, makes two complementary groups, under the question: can you make 2 groups with one- word names for each group? (dogs and not dogs, red and not-red) | 1. Describes all the groups, easily changes criteria and reclassifies according to more than two consistent criteria. 2. Explains that the part is contained within the whole (Correct part/whole response, question 15). | 1. Acceptable classification scheme, but only one criteria. 2. Part/part comparison rather than a comparison between the part and the whole at the same time (question 9) | 1. Makes small collections, multiple criteria, no overlap (according to his/her names for groups, nothing can go in any other group). 2. The child puts each identical type of object into its own group. 3. Part/part comparison rather than a comparison between the part and the whole at the same time (question 9) | | | | | | | | | | | | |
| **Closing:** | | | | | | | | | | | |